

**Final Report on the Annual Federal Plan
To Assist Historically Black Colleges and Universities
Fiscal Year 1981 and Fiscal Year 1982**

**T. H. Bell
Secretary of Education**

June 16, 1982

**Prepared in Accordance with the Terms of Executive Order 12320, Issued
September 15, 1981, by Ronald Wilson Reagan, President of the United States**

TABLE OF CONTENTS

	<u>Page</u>
Executive Summary	
I. How the Final Annual Federal Plan was Developed	1
II. Historical Perspective on the HBCUs	3
Profile and History of Historically Black Colleges and Universities	3
History of the Federal Commitment to HBCUs	5
III. Implementation of President Reagan's Executive Order: Year One	8
Executive Order 12320	8
Highlights of Agency Funding Plans	9
Analysis of Agency Barriers	10
Private Sector Involvement	12
IV. Strengthening The Commitment	14
Comments from the HBCU Presidents	15
Toward a New Direction	19
V. Recommendations to the President and the Cabinet Council on Human Resources	21
*VI. Appendices	
Appendix A: Executive Order 12320	
Appendix B: List of HBCUs	
Appendix C: Survey Methodology and Definitions	
Appendix D: Summary of Findings Between FY 1981 Actual Support and FY 1982 Estimated Support	

Funding Summary: All Institutions and Historically Black Colleges and Universities: FY 1981 Actual vs. FY 1982 Estimates

A Description of Other Kinds of Support Activities for Historically Black Colleges and Universities Not Associated With Special Funding Legislation

Appendix E: Individual Agency Funding Reports

Appendix F: White House Initiative Staff: Calendar of Reporting Activities

EXECUTIVE SUMMARY

On September 15, 1981 President Reagan issued Executive Order 12320, which mandated a Federal program "designed to achieve significant increases in the participation of historically Black colleges and universities in Federally sponsored programs." This program had three components: 1) a special review of Federal agency funding for HBCUs and development of an annual plan of assistance; 2) identification, reduction, and elimination of barriers "which may have unfairly resulted in reduced participation in, and reduced benefits from, Federally sponsored programs"; and 3) involvement of the private sector in strengthening HBCUs.

The Historically Black Colleges and Universities (HBCUs) are those institutions founded primarily, but in most instances not exclusively, for Black Americans. Most are between 50 and 100 years old. A total of 105 institutions have been identified as HBCUs according to the above definition, although two institutions, as of 1976, had a predominantly White enrollment and are no longer counted by many as HBCUs. Three others have recently terminated operations. A universe of 102 HBCUs has been identified for the purposes of implementing President Reagan's Executive Order.

Of those 102 HBCUs, 60 are private, both church-affiliated and secular, and 42 public. They are located in 19 states, most of them in the southeast. They range in size from small two- and four-year colleges with fewer than 500 students to universities with graduate and professional schools and enrollments of more than 10,000 students. Total enrollment in HBCUs in 1980 was approximately 218,000 students. About 90 percent of these were Black Americans.

The contribution of the HBCUs to the education of Black Americans is significant. Although only about 20 percent of all Black students in America attend HBCUs, more than 85 percent of Black lawyers and doctors in America finished their undergraduate training at HBCUs. In 1978-79, HBCUs accounted for 30 percent of all degrees conferred on Blacks nationwide. These data show that HBCUs continue to be a major Black educational resource, not only in terms of access but also in terms of the share of degrees completed.

Under the terms of E.O. 12320, Secretary of Education Terrel H. Bell conducted a special agency review identifying 27 Federal agencies which provide a major share of Federal funding for higher education. From this review, it was determined that Historically Black Colleges and Universities derive 98 percent of their Federal funds from these 27 agencies. The Annual Federal Plan to Assist HBCUs is a report mandated by the Executive Order. The report summarizes funding and barrier removal plans of these agencies and discusses comments received from HBCU Presidents, who were allowed to examine a draft version of this Plan under the terms of the Executive Order.

Highlights of the agency funding plans reveal:

- o In FY 1982, funding for HBCUs is projected to increase by \$2,117,000 from FY 1981 levels. In FY 1981, total Federal spending for HBCUs was \$544,794,000 compared with \$546,911,000 projected for FY 1982.
- o This increase in planned spending comes at a time when overall Federal outlays for all institutions of higher education are expected to decrease by 4.4 percent, from \$10,074,953,000 in FY 1981 to \$9,629,513,000 in FY 1982. HBCU funding will increase by 0.4 percent.
- o The share of Federal higher education funds targeted to HBCUs also will increase, from 5.4 percent of the total in FY 1981 to 5.7 percent of the total in FY 1982.

One of the most important objectives of the special review of agency plans was the identification and elimination of unintended regulatory, policy, or programmatic barriers which result in reduced HBCU participation in Federally sponsored programs. Specific findings concerning agency barriers include the following:

- o Among the barriers identified:
 - approximately 40 percent (21 of 56) were either technical in nature or related to a lack of HBCU resources (faculty, facilities, previous experience, etc.);

- twenty-one percent (12 of 56) of the barriers cited were related to the two-way problem of agency/HBCU communications or to HBCU inability to satisfy agency grant application criteria;
 - less than four percent (2 of 56) were funding or budget-related.
- o Approximately one-fourth (7 of 27) of the primary agencies responded that there were no policy or regulatory barriers currently restricting HBCU participation.
 - o Most agencies had plans for eliminating barriers. Among the 14 agencies identifying one or more barriers:
 - twelve had developed and reported an overall plan of action for increasing their ability to provide equal opportunity to HBCUs;
 - eleven also had identified policies or regulations, or had supported special set-asides, encouraging or giving special consideration to HBCUs;
 - eight had identified plans for involving the private sector in strengthening HBCUs.

Executive Order 12320 calls for strengthened ties between the private sector and Historically Black Colleges and Universities. In accordance with this mandate, several steps were taken in the first few months following the issuance of the Executive Order.

- o Vice President and Mrs. Bush hosted receptions on January 25 and 26 at their home, bringing together for the first time key chief executive officers from more than 50 major corporations, members of President Reagan's Cabinet, and some 85 Presidents of HBCUs.
- o The Departments of Education (ED) and Housing and Urban Development jointly sponsored a conference in March to bring together corporate, Federal, and HBCU representatives to discuss with development specialists ways to increase HBCU participation in Federal and private contract work.

- o The White House Initiative (WHI) staff in ED formed a Private Sector Partnership Task Force, headed by the President of Howard University. This group has begun work in several areas, including entrepreneurship, research partnership, a national private sector scholarship campaign, and a Black College Graduate Employment Program.

The Secretary of Education has stressed close communication with HBCUs as the number one goal of the White House Initiative staff as it continues to help implement E.O. 12320. Other WHI priorities include cooperation with the National Center for Education Statistics as it develops a comprehensive statistical report on HBCUs, scheduled for release this summer; continued progress in the work of the Private Sector Partnership Task Force; cooperation with Federal agencies that have identified specific barriers to HBCU participation in Federally funded programs; and provision of assistance to OMB in monitoring the impact of Federal budgetary policies on HBCUs.

President Reagan's Executive Order specified that the draft Annual Plan be circulated to HBCU Presidents for their comments. Generally speaking, most HBCU Presidents were pleased with the draft Plan, although they felt it presented somewhat limited coverage of their student aid funding concerns. Their concerns are understandable in light of their lack of accurate information about Federal student aid proposals, and since, as the United Negro College Fund has noted, "Recent heavy reliance on traditional student assistance programs has generated dependence on funding patterns at HBCUs which are more volatile than the patterns found at HEIs Higher Education Institutions in general."

It is important to reassure HBCU Presidents that Federal higher education budgets were developed to direct available funds to able lower income students, while curtailing the explosive growth of overall student aid funding, the growth of which has far outstripped the cost of attendance and student enrollment. Since 1976, student attendance costs have increased 45 percent, while Federal student aid appropriations have increased 102 percent. The number of students receiving Pell Grants has increased 39 percent, and the number receiving Guaranteed Student Loans has increased 172 percent since 1976, while higher education enrollment has increased only eight percent.

Conscious of the importance of improving access to education for all students of ability, the Reagan Administration has proposed a prudent policy of increased targeting of student aid monies to the most needy students, which would allocate nearly 80 percent of Pell Grant dollars to students with adjusted gross family incomes of \$12,000 or less.

Many comments were generated by the suggestion in the draft Plan that major efforts be made to strengthen the research and development (R & D) capabilities of HBCUs. Most thought the idea had merit, but felt it was another example of Federal government overgeneralization about HBCUs. Agency comments were similar, pointing out that many HBCUs are four-year colleges lacking graduate level research programs. The Department of Agriculture, however, pointed out that 1890 Second Morrill Act schools have a statutorily mandated research mission. It seems clear that an individual approach, matching the strengths of various HBCUs with different Federal research and procurement needs, would seem to be the best way to maximize HBCU involvement.

Many HBCUs are concerned about the loss of Federal dollars. For many HBCUs the worst thing that can happen has happened -- they have become overly dependent on direct and indirect Federal support with a consequent loss of autonomy. We must candidly admit that Federal expenditures to higher education must be reduced from prior excessive levels, not only to assist in America's economic recovery, but also to help restore a sense of self-confidence and initiative in our citizens.

The ultimate goal for HBCUs is institutional self-sufficiency. As we approach the second year under President Reagan's Executive Order, we must communicate clearly our intent to provide a measure of security for HBCUs, while we work together toward developing strength through independence.

While E.O. 12320 does not mandate that specific recommendations be included with the Annual Federal Plan, the Secretary of Education has offered four recommendations for consideration by the President and the Cabinet Council on Human Resources.

- o Wherever possible, agencies should place emphasis on the use of program funds to help improve the administrative infrastructures of HBCUs.

The key to long-range self-sufficiency for HBCUs is the presence of well-trained administrators who are familiar with modern management techniques. HBCUs have much to learn from each other, and a little Federal "seed money" to promote the exchange of ideas among administrators can often do more than Federal "megabucks" shoveled out from Washington with little concern for local circumstances.

- o The President's Task Force on Private Sector Initiatives should be encouraged to help increase development of private sector support for HBCUs.

Executive Order 12320 specifically calls for "initiatives by private sector businesses and institutions to strengthen historically Black colleges and universities." In order that these activities be better coordinated at the Federal level, a close working partnership should be forged between the President's Task Force and the White House Initiative Partnership Task Force.

- o In cases where agencies project decreased funding for all higher education institutions, they should strive to increase the percentage share allocated to HBCUs.

Congressional appropriation levels and statutory changes will sometimes result in a decrease in Federal funds flowing from a given agency to institutions of higher learning. Under most circumstances, it should be expected that the share of Federal funds allocated to HBCUs should not decrease, although overall funds made available by Congress for particular programs may be reduced.

- o Agencies should continue efforts to eliminate identified barriers to HBCU participation in Federally sponsored programs, and accelerate activities to single out policies or regulations which inhibit full participation in such programs by HBCUs.

Although agency plans provide assurances of positive action, it is nonetheless desirable to re-emphasize the importance of barrier elimination. Agencies with no plan of action should begin developing such plans immediately. Those with developed plans are encouraged to place special emphasis on continuing internal review and elimination of barriers to HBCU participation, especially regulatory and policy barriers.

L HOW THE FINAL ANNUAL FEDERAL PLAN WAS DEVELOPED

The Final Annual Federal Plan to Assist Historically Black Colleges and Universities: Fiscal Year 1981 and Fiscal Year 1982 was developed in several stages in accordance with the terms of President Reagan's Executive Order 12320. Major steps included:

- o On November 1, 1981, the Secretary of Education submitted to President Reagan the results of an initial Special Review of each Federal agency to determine the extent to which Historically Black Colleges and Universities (HBCUs) are given an equal opportunity to participate in Federally sponsored programs and activities. This review showed that 27 agencies provide 98 percent of all Federal funds for higher education, including HBCUs. These agencies became the "core" group surveyed to determine FY 1981 actual funding and FY 1982 estimated funding for HBCUs, the major work of this Plan as directed by E.O. 12320. The results of this survey are highlighted in Section III and detailed in Appendices D and E.
- o In accordance with Section 1 of E.O. 12320, these 27 agencies were surveyed further in order to obtain information about barriers to HBCU participation in Federally sponsored programs. The results of this survey are summarized in Section III of this Plan.
- o In February and March 1982, draft versions of this plan were prepared by the White House Initiative staff (WHI) in the Department of Education. In March, a draft copy was sent to all HBCU Presidents for their review as specified by Section 5 of the Executive Order: "The Secretary of Education shall ensure that each president of a historically Black college or university is given the opportunity to comment on the proposed Annual Federal Plan. . . ."
- o The final draft version of the plan was submitted to the Cabinet Council on Human Resources on April 14, 1982. This version contained the final agency funding estimates but lacked comments from the HBCU Presidents, who had asked for additional time to evaluate the original draft report.

- o A Cabinet Council Working Group was set up to examine the draft plan, solicit additional agency comments, and review comments made by HBCU Presidents. Additional comments were received from the United Negro College Fund and the National Advisory Committee on Black Higher Education and Black Colleges and Universities. In addition, the Working Group helped bring agency funding estimates for FY 1982 up to date, based upon accumulating actual expenditures and commitments for FY 1982. The Working Group's analyses were sent to Secretary Bell for his consideration in preparing the Final Annual Plan for submission to the President.

II. HISTORICAL PERSPECTIVE ON THE HBCUs

Profile and History of Historically Black Colleges and Universities

The birth of the Historically Black Colleges and Universities dates back more than 100 years, before emancipation had brought about a change in the norm of segregation. Most Black colleges were started by missionaries and other religious groups as grade and vocational schools for newly freed slaves, created for men and women who had no educational alternative. They offered the only alternative to Blacks in pursuit of the higher learning necessary for social and economic mobility. In fact, most schools evolved into teacher-training institutions, some of them State-supported, providing a pool of instructors for segregated elementary and secondary public schools. As job opportunities for Blacks increased, these colleges expanded their curricula and, in the process, became an important component of higher education in America. For decades, nearly every Black professional and professor passed through these schools.

Today, Historically Black Colleges and Universities are considered to be those institutions founded primarily, but in most instances not exclusively, for Black Americans. They are institutions serving or identified with service to Black Americans for at least two decades, with most being 50 to 100 years old, and which continue to have as one of their primary purposes the provision of postsecondary education to Black Americans. This description has become the definition of an Historically Black College or University used by the National Advisory Committee on Black Higher Education and Black Colleges and Universities. By this definition, a total of 105 colleges and universities have been identified as Historically Black (See Appendix B) although two of the 105 institutions, Bluefield State College and West Virginia State College, were predominantly White as of 1976, and are not considered by some groups to be Historically Black. Also, since 1980, three of the 105 HBCUs have terminated operations. The 102 HBCUs targeted by E.O. 12320 range in size from colleges with fewer than 500 students to universities with graduate schools and enrollments of more than 10,000. Of the 102 institutions, 60 are private and 42 are public. They are located in 19 states, most in the southeast. Among the well known private institutions are Fisk University, Tuskegee Institute, and Morehouse College. Texas Southern University, Southern University and North Carolina Agricultural and Technical University are some of the well known public

institutions. Howard University, with an enrollment of 12,000 students, is the largest Historically Black University in the country.

A profile of HBCUs would reveal characteristics similar to those of the broader American higher education universe. They offer a wide variety of liberal arts, professional and vocational degree programs. There are five law schools, three medical schools, and dozens of nursing, engineering and business administration schools. Nine of the 102 institutions offer doctoral degree programs, three have Phi Beta Kappa chapters, and one, Howard University, maintains a library that ranks among the top 100 research libraries in the nation. Eighty-five percent of the nation's Black lawyers and doctors have received their baccalaureate degrees from these 102 institutions.

Enrollment and graduation data for HBCUs provide some of the best evidence of their contribution. In 1980, 1.1 million Black Americans were enrolled in all colleges and universities. Nearly 20 percent of these 1.1 million students were enrolled in HBCUs. HBCU student enrollment totaled 218,000, of which 90 percent were Black Americans.

The latest figures on degrees awarded to Black Americans show that in the 1978-79 school year, 83,685 Blacks were awarded degrees by all institutions of higher education. This represented 6.5 percent of all bachelors degrees, 6.4 percent of masters degrees, 3.9 percent of doctorates, and 4.1 percent of first professional degrees awarded in the United States.

HBCUs, with 20 percent of the total Black enrollment, accounted for 25,128 of the 83,685 degrees awarded to Blacks -- 30 percent of the national total. This breaks down to 34 percent of bachelors degrees, 20 percent of masters degrees, 4 percent of doctorates, and 19 percent of first professional degrees awarded to Blacks in the U.S. These data clearly show that HBCUs are a major Black educational resource, not only in terms of access to higher education but also in terms of the share of degrees completed.

Studies performed and the data collected on HBCUs in the last several years point to the desirability of preserving and strengthening the role of Historically Black Colleges and Universities. President Reagan has pledged himself and his

administration to that goal by maintaining and improving upon the Federal commitment to support Historically Black Colleges and Universities.

History of the Federal Commitment to HBCUs

The Federal commitment to HBCUs is best explained and understood through the social, political, economic, and cultural forces that have shaped race relations in this country since the reconstruction era. Prior to the emancipation of the slaves in 1863, teaching Blacks to read or write was strictly forbidden in many southern States. Until the Civil War, Blacks were primarily educated via apprenticeships, non-degree courses, training abroad, and self-study. The first schools to state clearly their aim to award baccalaureate degrees to Blacks were Lincoln University in Pennsylvania (1854) and Wilberforce University in Ohio (1856).

The first Federal commitment to HBCUs came via the Second Morrill Act of 1890. During the mid-and late 19th century, attempts to establish colleges of agriculture and industry in certain eastern and mid-western states resulted in the creation of land-grant colleges designed to educate the general populace. Legislation creating these colleges was introduced by Congressman Justin Morrill. Under the Morrill-Wade Act of 1862, grants of land were provided to designated State colleges for the teaching of subjects related to agriculture, mechanic arts, and military sciences. While the first Morrill Act of 1862 did not include any of America's 4.5 million Blacks, because these land-grant colleges were intended to serve only Whites, the Second Morrill Act of 1890 called for land grant colleges to serve Blacks as well as Whites (16 of the Historically Black Colleges and Universities were established under this legislation). The Second Morrill Act also provided for Federal grants.

For the next six decades American higher education remained extensively segregated. In the academic year 1952-53 (the year before the Supreme Court decision in Brown vs. Board of Education declaring racial segregation in education to be unconstitutional) there were only 453 Blacks in the 22 public integrated colleges in the South. The remaining Blacks were enrolled in Historically Black Colleges. As recently as 1960, 96 percent of Black college students were enrolled in HBCUs.

In the past two decades, Historically Black Colleges and Universities have had to adjust to the major strides made in race relations. This adjustment has resulted in the Federal government focusing its attention on the HBCUs. Federal involvement in HBCUs since 1960 has included:

- o The Higher Education Act of 1965 directed the Commissioner of Education to carry out a program of special assistance to strengthen the academic quality of developing institutions "which are struggling for survival and are isolated from the main stream of academic life." The result has been the awarding of hundreds of millions of dollars to HBCUs since 1965 through the Title III program.
- o A 1969 directive from President Nixon to all Executive Agencies to improve Federal cooperation with HBCUs. The directive mandated "Annual Survey Reports" by the Federal Interagency Committee on Education (FICE) regarding the participation of HBCUs in Federal higher education programs. These surveys were used to monitor and track Federal funds going to HBCUs and to make adjustments where appropriate.
- o A 1972 National Science Foundation-sponsored College Science Improvement Program (COSIP) providing institutional support for Historically Black four year colleges. The same year, the COSIP program included Research Initiation Grants for faculty members at minority institutions. The program later became the MISIP program and now is operated by the Department of Education. Legislation for the Department of Education's College Housing Loan Program provides a 10 percent set-aside of appropriated funds to be given to HBCUs.
- o President Carter's Executive Order 12232 dated August 8, 1980, directing the Secretary of Education to carry out a government-wide initiative to achieve a significant increase in the participation of HBCUs in Federal programs.
- o President Reagan's Executive Order 12320 dated September 15, 1981, directing the Secretary of Education to strengthen the capacity of

Historically Black Colleges and Universities to provide high quality education, overcome the effects of discriminatory treatment, and eliminate barriers which prevent HBCUs from participating in Federal aid programs. Significantly, President Reagan's Executive Order promotes the goal of self-sufficiency among HBCUs, encourages the involvement of the private sector to support HBCUs, and calls on the Presidents of HBCUs to comment on Federal agency plans.

III. IMPLEMENTATION OF PRESIDENT REAGAN'S EXECUTIVE ORDER: YEAR ONE

Executive Order 12320

On September 15, 1981 President Reagan issued Executive Order 12320, which mandated the development and implementation of a Federal program "designed to achieve significant increases in the participation of historically Black colleges and universities in Federally sponsored programs." This program had three components: 1) a special review of Federal agency funding for HBCUs and development of an annual plan of assistance; 2) identification, reduction, and elimination of barriers "which may have unfairly resulted in reduced participation in, and reduced benefits from, Federally sponsored programs"; and 3) involvement of the private sector in strengthening HBCUs.

Under the terms of the Executive Order, Secretary of Education Terrel H. Bell conducted a special agency review identifying 27 Federal agencies which provide the major share of Federal funding for institutions of higher education. From this review it was determined that HBCUs derive 98 percent of their Federal funds from these 27 agencies.

Secretary Bell then conducted an in-depth survey of these 27 agencies in order to develop the first Annual Plan. Agencies were asked to study and report on barriers to funding for HBCUs. They also were requested to provide data on actual funding to HBCUs for FY 1981 as well as estimated funding for FY 1982. Finally, agencies were asked to report on activities that could assist in improving access to Federal funds for HBCUs.

As the survey of barrier identification and funding plans was underway, the White House Initiative (WHI) staff in the Department of Education began to contact the private sector. Vice President Bush hosted receptions in his home on January 25 and 26, 1982 for HBCU Presidents and major leaders from the corporate world. Initial links were established between the WHI staff and the Task Force on Private Sector Initiatives. Plans were made to increase private sector involvement throughout FY 1982.

Highlights of Agency Funding Plans

Detailed results of agency funding plans for FY 1982, compared with actual figures for FY 1981, are presented in Appendices D and E. The highlights of these plans reveal:

- o Funding for HBCUs is projected to increase by \$2,117,000 from FY 1981 levels. In FY 1981, total Federal spending for HBCUs was \$544,794,000, compared with \$546,911,000 projected for FY 1982.
- o This increase in planned spending comes at a time when overall Federal outlays for all institutions of higher education are expected to decrease by 4.4 percent, from \$10,074,953,000 in FY 1981 to \$9,629,513,000 in FY 1982. HBCU funding will increase by 0.4 percent.
- o The share of Federal higher education funds targeted to HBCUs will also increase, from 5.4 percent of the total in FY 1981 to 5.7 percent of the total in FY 1982.
- o Research and development funds in all categories will increase by 12 percent in FY 1982. Most of this will occur in the non-science area.
- o The Agency for International Development projects a 179 percent increase in funds, the Department of Transportation a 158 percent increase, and the Veterans Administration a 320 percent increase.
- o Not included is a new Department of Agriculture Facilities Bill, which will provide annual funding for five years for those HBCUs established as land-grant institutions by the Second Morrill Act of 1890. The Reagan Administration has submitted a budget request for an appropriation of \$8.8 million for this program in FY 1983.
- o Federal agencies provide additional assistance to HBCUs that cannot be quantified in terms of program dollars. The National Center for Education Statistics, for example, is compiling a comprehensive statistical report on HBCUs scheduled for release this summer. The National

Science Foundation has prepared a Directory of Black Scientists who can help review proposals for scientific research.

Analysis of Agency Barriers

One of the most important objectives of the special review of agency plans was the identification and elimination of unintended regulatory, policy or programmatic barriers which result in reduced HBCU participation in Federally sponsored programs. In analyzing the performance of each agency in identifying possible barriers, seven categories of barriers were selected to summarize the findings. They are as follows:

- o Communications - Agency is unaware of HBCU capabilities or proper channels to reach key officials; HBCUs are unaware of agency's program areas or program needs.
- o Funding/Budgetary - Agency programs have been reduced or eliminated due to budgetary considerations.
- o Technical - HBCUs lack either the specific technical skills or educational programs necessary to qualify for or fulfill a particular agency's requirements or the previous experience to compete for or fulfill a particular agency requirement.
- o Resource - HBCUs lack the physical facilities, faculty time or institutional (research) orientation necessary to compete for, or fulfill an agency requirement.
- o Grantsmanship - HBCUs are unable to assess successfully and respond to agency solicitations based on a sound understanding of agency needs and the competitive evaluation process.
- o Attitudinal - Failure of HBCUs to respond adequately to agency initiatives due to insufficient knowledge of or communication of agency needs or lack of past success with an agency which causes reluctance to approach the same agency in the future.

- o Regulatory - Lack of appropriate or up-to-date regulatory or policy statements to authorize or implement funding initiatives by an agency.

Specific findings concerning agency barriers include the following:

- o Among barriers identified by agencies responding to the special review of agency plans, approximately 40 percent (21 of 56) were either technical or resource-related impediments:
 - Technical barriers mentioned were the lack of staff with necessary expertise or the lack of a track record on competitive contracts.
 - Resource-related barriers were agency programs which emphasize research versus teaching, accompanied by an HBCU lack of research facilities, especially in the science field.
- o Twenty-one percent (12 of 56) of the barriers cited were related to the two-way problem of agency/HBCU communications (e.g., agencies unaware of HBCU capabilities or HBCUs unaware of agency needs), or HBCU grantsmanship. For example, HHS is conducting a major study of HBCU resources which will result in an HBCU fact book scheduled for October publication.
- o Less than 4 percent (2 of 56) of the barriers identified were funding or budget-related.
- o Approximately one-fourth (7 of 27) of the primary agencies responded that there were no policy or regulatory barriers currently restricting HBCU participation.
- o Two of the 14 agencies identifying possible barriers did not directly address the question of plans for eliminating such barriers. The types of barriers discussed were related to technical, resource and funding impediments.

- o Among the 14 agencies identifying one or more barriers, all provided HBCU funding during at least one of the last three fiscal years, specifically:
 - Twelve of 14 (85 percent) had developed and reported an overall plan of action for increasing their ability to provide equal opportunity for HBCUs.
 - Eleven of 14 (78 percent) also had identified policies or regulations, or have supported special set-asides, encouraging or giving special consideration to HBCUs.
 - Eight of 14 (57 percent) had identified plans for involving the private sector in strengthening HBCUs.
- o Among the 13 agencies that provided funding to HBCUs in FY 1981 but did not identify barriers to increased participation, five had developed an overall plan of action for increasing their ability to provide equal opportunity to HBCUs:
 - Four agencies had identified a variety of regulatory or policy inducements.
 - Three agencies had reported plans for involving the private sector in strengthening HBCUs.

Private Sector Involvement

Executive Order 12320 calls for strengthened ties between the private sector and Historically Black Colleges and Universities. When President Reagan issued the Order on September 15, 1981, he told an assemblage of HBCU Presidents that, "this Executive Order breaks new ground by calling on the Secretary of Education to encourage private sector initiatives in assisting Historically Black institutions. The Federal Government's role can be to provide equal opportunity, but the private sector has an even greater potential, and a challenging responsibility, to provide direct assistance to these institutions." In accordance with this mandate, several

steps were taken in the first few months following the issuance of the Executive Order.

- o Vice President and Mrs. Bush hosted receptions on January 25 and 26 at their home, bringing together for the first time key chief executive officers from more than 50 major corporations, members of President Reagan's Cabinet, and some 85 Presidents of HBCUs. On both evenings, the Vice President stressed the personal interest and commitment of President Reagan and the Administration to the Executive Order and to increased private sector support for HBCUs.
- o Officials from the Department of Education cooperated with the United Negro College Fund during their televised appeal for 1982, appearing on the program to stress the Administration's commitment to the self-sufficiency of HBCUs.
- o On March 25, 1982 the Department of Education and the Department of Housing and Urban Development jointly sponsored a conference to bring together corporate, Federal, and Historically Black College and University representatives to discuss with development specialists ways to increase the participation of HBCUs in contract and procurement activities in both the private and Federal sectors.
- o The White House Initiative staff in the Department of Education formed a Private Sector Partnership Task Force, chaired by Dr. James E. Cheek, President of Howard University. On May 25 and 26, 1982, this Task Force held a conference at Howard to begin work in several areas, including entrepreneurial and research partnerships, a national private sector scholarship campaign, resource partnerships, legislative and national policies affecting private sector involvement in HBCUs, and a Black College Graduate Employment Program.
- o President Reagan personally reaffirmed his commitment to the Executive Order at a major fund-raising reception held at Howard University in May 1982.

IV. STRENGTHENING THE COMMITMENT

Centralized Federal planning and policymaking for highly decentralized activities such as higher education tend to weaken the actual delivery of services to individuals. Federal planners tend to think in terms of statistical averages, not the uniqueness of each institution of higher learning. Policies that may seem enlightened when applied to those mythical averages often turn out to be detrimental to the existence of individual members.

Nowhere is this truth more evident than in the relationship between the Federal government and Historically Black Colleges and Universities. As the United Negro College Fund has pointed out, "Federal agencies have tended to consider the HBC&Us a homogeneous group. The fact is, however, that these institutions vary greatly in size, urban/rural location and curriculum." The profile of HBCUs presented in Section II of this Plan clearly establishes the diverse characteristics of these schools.

President Reagan's Executive Order has spelled out a "person-to-person" approach where, for the first time, Federal officials in Washington are being required to deal directly with the chief executives of the HBCUs in order to comply with the terms of the President's directive. Improvements in communication, deregulation, and private sector involvement can be made only with the direct cooperation of the HBCUs. Their voices are being heard now in Washington.

Maintaining close communication will be the number one goal of the WHI staff as it continues to help implement E.O. 12320. In addition to the ongoing activities which relate to the evaluation of actual agency performance for FY 1982 and the development of the Annual Federal Plan for fiscal years 1982 and 1983 (see the Calendar of Reporting Activities at Appendix F), the White House Initiative staff will be involved in several high-priority tasks set by the Secretary of Education:

- o Close cooperation with the National Center for Education Statistics in the development of a comprehensive statistical report on HBCUs, scheduled for release this summer. This report will attempt to assemble all

available historical data related to the establishment, growth, operation, and participation of HBCUs in Federal programs.

- o Continued progress in the work of the Private Sector Partnership Task Force and a coordination of these efforts with the President's Task Force on Private Sector Initiatives.
- o Work with Federal agencies that have identified barriers to HBCU participation in Federally funded programs and help to develop strategies to reduce or eliminate these barriers whenever possible.
- o Provision of assistance to the Office of Management and Budget in monitoring the impact of Federal budgetary policies on the HBCUs.

Comments from the HBCU Presidents

When the draft version of this Plan was circulated to the HBCU Presidents in March 1982, Congress was beginning to hold hearings on the FY 1983 budget. A number of articles had appeared in the news media concerning the Administration's budget proposals for higher education and student financial assistance. In many instances, President Reagan's policies were not conveyed accurately. For example, it was widely reported that the President was proposing to completely eliminate graduate student eligibility for Federally insured loan assistance, although he was proposing simply to transfer graduate students from the Guaranteed Student Loan program to the Auxiliary Loans to Assist Students program. As a result, many comments received from HBCUs reflected their concern for the availability of future Federal funding.

Generally speaking, HBCU Presidents were pleased with the draft Plan, but they felt its scope was somewhat limited. A typical comment made by a college president in Texas: "We sincerely appreciate the tone and intent of the White House initiative, and we eagerly embrace our share in a significant effort to move America forward."

Those who focused on the student financial aid question, in the context of the 1983 budget debate, are typified by the South Carolina college president who wrote:

"We have grave concerns that the Executive Order, according to the draft report, does not appear to be addressing programs in the budget which go to the heart of survival of most Historically Black Colleges which have small endowments, low enrollments and disadvantaged low income students."

These sentiments are similar to the public remarks of many college and university presidents as they responded to initial news media reports of the Administration's student aid proposals. The concerns of HBCU Presidents are understandable, particularly when one considers that the HBCUs remain relatively more dependent than other institutions of higher education on tuition revenue supported, in part, by Federal student assistance programs. As the United Negro College Fund reports, "the financial viability of UNCF members has entered a crisis period. Recently heavy reliance on traditional student assistance programs has generated dependence on funding patterns at HBC&Us which are more volatile than the patterns found at HEIs in general" (emphasis added).

Thus, while the scope of the Annual Federal Plan was not intended to go beyond the FY 1982 plans of Federal agencies, according to the terms of E.O. 12320, it nevertheless seems desirable, in light of the HBCU Presidents' comments, to discuss the Administration's FY 1983 student aid proposals vis-a-vis the HBCUs.

- o The student aid budget for 1983 was prepared with an eye toward controlling the explosive growth of Federal student aid, growth that has far outstripped increases in both the cost of attendance and student enrollment. Since 1976, nationwide costs for tuition, fees, and room and board have increased 45 percent while Federal student aid appropriations have risen 102 percent. In 1973, Federal funding for all Department of Education student aid programs -- grants, work-study, and loans -- totaled \$1.2 billion. For 1983, President Reagan has proposed \$ 4.3 billion for these same programs. Even taking inflation into account, this 1983 figure is 54 percent higher than in 1973.
- o The total amount of student financial assistance made possible by programs in the Education Department budget will actually increase to an all-time high of \$12.6 billion. This figure represents the total dollars made available to students through direct Federal outlays (as in the

Pell Grant program) and through private loans made available under Federal insurance programs (GSL, ALAS, etc.).

- o The number of students receiving Pell Grants has increased 39 percent and the number of students receiving Guaranteed Student Loans has increased 172 percent since 1976, while higher education enrollment has increased only eight percent. HBCU enrollment since 1976 has generally paralleled the figures for all higher education.
- o Conscious of the importance of improving access to education for all students of ability, the Reagan Administration has proposed a prudent policy of increased targeting of student aid monies to the most needy students. The Administration's FY 1983 budget proposal would allocate nearly 80 percent of the Pell Grant dollars to students from families with adjusted gross incomes of \$12,000 or less, while still providing awards to students from an average family of four with an adjusted gross income of \$18,000.
- o On many occasions, President Reagan has pointed out that inflation is the most insidious enemy of the poor. This statement is particularly apt when applied to those colleges with the small endowments, low enrollments, and disadvantaged low income students about which the HBCU president from South Carolina wrote. The effects of high inflation on institutional operating costs can make or break a financially marginal school. We should not neglect the fact that the reduction in the inflation rate of 3.5 percent was like putting back \$1.75 billion into the pocketbooks of America's colleges and universities last year . That is more than all the campus-based student aid programs combined. This year's "mid-term report card" on controlling inflation looks even better.

As the National Advisory Committee on Black Higher Education and Black Colleges and Universities has noted, the opening up of Federal student aid programs to middle income students in the late 1970s "served to hurt enrollments at the HBC's." We now recognize that prudent limits must be placed upon Federal student aid outlays. The traditional role of family support for those who can afford to pay for student college costs must be restored. While it would be incorrect to assume that

all HBCU students come from the least well-off strata of American society, it is nevertheless fair to say that the profile of the typical HBCU student body shows lower family incomes, on average, than for most higher education institutions. As the above discussion demonstrates, the Administration's 1983 budget plan focuses Federal student assistance upon precisely these lower income students.

A great deal of comment was generated by the suggestion in the draft Plan to direct major efforts toward strengthening the research and development (R & D) capabilities of the HBCUs. Most Presidents thought the idea was a good one, but felt it was another example of Federal government overgeneralization about HBCUs. As the United Negro College Fund noted, "The priority which UNCF members share is their dedication to teaching. Although faculty research is carried out at all HBCUs, only a few have the extensive laboratories, equipment and specialized faculty necessary for large-scale research projects." These sentiments were approached in a different way by a North Carolina HBCU President who recommended that high priority consideration be given to those HBCUs which have proven track records in R & D and which have research functions built into their institutional design. The North Carolina President wrote, "None of the stated issues or recommendations should lead one to conclude that the research and development capabilities of all historically Black colleges and universities are the same/similar."

Agency comments on this topic are similar. Most pointed out that the stated mission of the majority of HBCUs is to provide undergraduate training and/or teacher training. This places many HBCUs in the same position as many other HEIs that emphasize undergraduate teaching over graduate research. While certain types of Federally funded research could be conducted at many of these schools, most Federally funded research is conducted at graduate degree-granting institutions. The Department of Agriculture noted, however, that the 1890 Second Morrill Act mandates a research function and that many significant contributions to agricultural improvement have come from research conducted at these land-grant colleges.

It seems clear from all comments received that a general focus on improving R & D capability at HBCUs would be inappropriate. An individual approach, matching the strengths of various institutions with different Federal research

needs and procurement priorities, would seem to be the best way of maximizing HBCU involvement in Federal research programs.

Toward a New Direction

Some HBCU Presidents have expressed concern over the possibility of "receiving a bigger slice of a smaller pie" as the explosive growth in Federal higher education spending is slowed. While a few HBCUs are financially stable, with reasonably large endowments and optimistic enrollment forecasts, many HBCUs find themselves on the margin.

There is general recognition among HBCUs that the Federal presence has been Janus-faced, offering financial support but also imposing regulatory control and an insidious bureaucratization of individual behavior. The story of one institution is illustrative. For many years, students at this school helped earn their tuition by serving as "recruiters" during the winter holidays, traveling throughout the South, meeting high school students, and talking with them about campus life. With an explosion of Federal student aid assistance, there is no financial need for students to work to recruit new students during the holidays, so they all go home. The school's financial stability, as a consequence of subsequent declining enrollments, has become more precarious.

Yet there is great concern on the part of HBCUs about the loss of Federal dollars. For many HBCUs the worst thing that can happen has happened -- they have become overly dependent on direct and indirect Federal support with a consequent loss of autonomy.

The best example of this has been the Title III program. Originally designed to help struggling institutions improve their administration, the program became, in the eyes of many, a direct Federal subsidy for annual operating expenses. Last year Congress approved changes in the Title III program aimed at moving the program back to its original mission: support for the development of more efficient and effective administrative structures at less wealthy higher education institutions, especially HBCUs.

Those in positions of leadership in this Administration must be forthright in stating its policies. Federal expenditures to higher education must be reduced from previously excessive levels, not only to assist in America's economic recovery, but also to help restore the autonomy and self-confidence of our great private and State-supported institutions of higher education. We must not allow those involved in the serious business of higher learning to become, as in de Tocqueville's nightmare, "nothing better than a flock of timid and industrious working animals, of which the government is the shepherd." For Historically Black Colleges -- especially for them -- we must have the moral courage to ensure that excessive or misdirected Federal financial assistance does not bring about such conditions.

The Federal responsibility toward HBCUs is real. It is real because national priorities for too long contributed to the exclusion of Black citizens from the mainstream of educated America. It is real because the more enlightened policies of recent decades, policies ensuring equal opportunity to all Americans, have placed a unique challenge before Historically Black Colleges and Universities. Every HBCU today has the difficult responsibility of weighing its historical role against a multitude of options for transformation, seeking to develop an appropriate institutional identity to meet the challenges of today.

The ultimate goal for HBCUs is that of institutional self-sufficiency. As we approach the second year under President Reagan's Executive Order, we must communicate clearly and sincerely our intentions to preserve a measure of security for HBCUs, while we work together toward developing strength through independence.

V. RECOMMENDATIONS TO THE PRESIDENT AND THE CABINET
COUNCIL ON HUMAN RESOURCES

Background

While E.O. 12320 does not mandate that specific recommendations be included with the Annual Federal Plan, the Secretary of Education feels that the recommendations made below, if accepted, would provide strengthened policy guidance to Federal agencies as they move forward with the implementation of the Executive Order. These recommendations represent broad policy choices, not "housekeeping" rules for interagency cooperation.

RECOMMENDATION 1: Whenever possible, agencies should place emphasis on the use of program funds to help improve the administrative infrastructures of HBCUs.

The key to long-range self-sufficiency for HBCUs is the presence of well-trained administrators who are familiar with modern management techniques being used by the most successful colleges and universities. HBCUs have much to learn from each other, and a little Federal "seed money" to promote the exchange of ideas among administrators can often do more than Federal "megabucks" shoveled out from Washington with little concern for local circumstances. Small dollars can assist projects where, for example, a team of Civil Engineering faculty from a large HBCU is given the opportunity to conduct an on-site inspection of a smaller HBCU to provide professional advice on what can be done to improve campus buildings and grounds.

Not every Federal program has sufficient flexibility under its authorizing legislation. For those programs that do contain such flexibility, agency heads should be encouraged to seek ways to set program priorities in regulations, application notices, and so on, that will emphasize the strengthening of HBCU administration. In the Department of Education, for example, the new Title III program and the Fund for the Improvement of Postsecondary Education are two programs where such flexibility exists.

RECOMMENDATION 2: The President's Task Force on Private Sector Initiatives should be encouraged to help increase development of private sector support for HBCUs.

Encouraging private sector support for HBCUs has been a major objective of the White House Initiative staff, spotlighted recently by the development of a Private Sector Partnership Task Force under the chairmanship of Howard University President James E. Cheek. Private sector involvement can occur on two levels. At a top level, corporate chief executive officers can be encouraged to work with HBCUs by volunteering time to serve as trustees and to help direct corporate giving campaigns toward HBCUs. At the local level, smaller industries can be involved in sponsored research activities, training for industry personnel at local HBCUs, internship opportunities, job placement and recruitment activities, etc.

Executive Order 12320 specifically calls for "initiatives by private sector businesses and institutions to strengthen historically Black colleges and universities." In order that these activities be better coordinated at the Federal level, a close working partnership should be forged between the President's Task Force and the White House Initiative Partnership Task Force.

RECOMMENDATION 3: In cases where agencies project decreased funding for all higher education institutions, they should strive to increase the percentage share allocated to Historically Black Colleges and Universities.

Congressional appropriation levels and statutory changes will sometimes result in a decrease in Federal funds flowing from a given agency to institutions of higher learning. In FY 1982, for instance, ten of the 27 "core" agencies project overall reductions in funding support for colleges and universities. Yet by increasing the share of FY 1982 funds allocated to HBCUs, four of these ten agencies actually are projecting increases in Federal funding support for Historically Black Colleges and Universities: The Department of Education, the Department of Transportation, the Environmental Protection Agency, and the Appalachian Regional Commission. Three of the six agencies reporting funding decreases to HBCUs have made efforts to minimize the impact by increasing the percentage share awarded to HBCUs: the Department of Commerce, the Department of Labor, and the Nuclear Regulatory

Commission. One agency projects a level share, and the remaining two project a decrease in share of funds as well as a decrease in overall funding.

In most circumstances, it should be expected that the share of Federal funds allocated to HBCUs should not decrease, although overall funds made available by the Congress may be reduced. Agency heads should be encouraged to redouble their efforts in this regard in order to comply more fully with the spirit of President Reagan's Executive Order.

RECOMMENDATION 4: Agencies should continue efforts to eliminate identified barriers to HBCU participation in Federally sponsored programs and accelerate activities to single out policies or regulations which inhibit full participation in such programs by HBCUs.

It is encouraging to observe that most Federal agencies providing support to HBCUs have developed plans to eliminate identified barriers to HBCU participation in Federally sponsored programs. Those plans will be evaluated and discussed when the Annual Federal Performance report on FY 1982 agency actions is submitted later this year.

Although agency plans provide assurances of positive action, it is nonetheless desirable to re-emphasize the importance of barrier elimination. Agencies with identified barriers and no current plan of action should begin developing such plans immediately. - Those with developed plans are encouraged to place special emphasis on continuing internal review and elimination of barriers to HBCU participation. Efforts should be focused on regulatory or policy barriers within the agency since such barriers have the greatest impact on HBCUs. Agencies not initially identifying barriers should ensure that policies and regulations are reviewed carefully by senior budget planners and legal counselors, so that any potential barriers not identified through the initial review process, or not existing at that time, may be revealed through intensified efforts.

Federal Register**Vol. 46, No. 180****Thursday, September 17, 1981**

Presidential Documents

Title 3—**Executive Order 12320 of September 15, 1981****The President****Historically Black Colleges and Universities**

By the authority vested in me as President by the Constitution of the United States of America, in order to advance the development of human potential, to strengthen the capacity of historically Black colleges and universities to provide quality education, and to overcome the effects of discriminatory treatment, it is hereby ordered as follows:

Section 1. The Secretary of Education shall supervise annually the development of a Federal program designed to achieve a significant increase in the participation by historically Black colleges and universities in Federally sponsored programs. This program shall seek to identify, reduce, and eliminate barriers which may have unfairly resulted in reduced participation in, and reduced benefits from, Federally sponsored programs. This program will also seek to involve private sector institutions in strengthening historically Black colleges.

Sec. 2. Annually, each Executive Department and those Executive agencies designated by the Secretary of Education shall establish annual plans to increase the ability of historically Black colleges and universities to participate in Federally sponsored programs. These plans shall consist of measurable objectives of proposed agency actions to fulfill this Order and shall be submitted at such time and in such form as the Secretary of Education shall designate. In consultation with participating Executive agencies, the Secretary of Education shall undertake a review of these plans and develop an integrated Annual Federal Plan for Assistance to Historically Black Colleges for consideration by the President and the Cabinet Council on Human Resources (composed of the Vice President, the Secretaries of Health and Human Services, Agriculture, Labor, Housing and Urban Development, and Education, the Attorney General, the Counsellor to the President, and the White House Chief of Staff).

Sec. 3. Each participating agency shall submit to the Secretary of Education a mid-year progress report of its achievement of its plan and at the end of the year an Annual Performance Report which shall specify agency performance of its measurable objectives.

Sec. 4. Prior to the development of the First Annual Federal Plan, the Secretary of Education shall supervise a special review by every Executive agency of its programs to determine the extent to which historically Black colleges and universities are given an equal opportunity to participate in Federally sponsored programs. This review will examine unintended regulatory barriers, determine the adequacy of the announcement of programmatic opportunities of interest to these colleges, and identify ways of eliminating inequities and disadvantages.

Sec. 5. The Secretary of Education shall ensure that each president of a historically Black college or university is given the opportunity to comment on the proposed Annual Federal Plan prior to its consideration by the President, the Vice President, and the Cabinet Council on Human Resources.

Sec. 6. The Secretary of Education, to the extent permitted by law, shall stimulate initiatives by private sector businesses and institutions to strengthen historically Black colleges and universities, including efforts to further improve their management, financial structure, and research.

46108 Federal Register / Vol. 46, No. 180 / Thursday, September 17, 1981 / Presidential Documents

Sec. 7. The Secretary of Education shall submit to the President, the Vice President, and the Cabinet Council on Human Resources an Annual Federal Performance Report on Executive Agency Actions to Assist Historically Black Colleges. The report shall include the performance appraisals of agency actions during the preceding year to assist historically Black colleges and universities. The report will also include any appropriate recommendations for improving the Federal response directed by this Order.

Sec. 8. The special review provided for in Section 4 shall take place not later than November 1, 1981. Participating Executive agencies shall submit their annual plans to the Secretary of Education not later than January 15, 1982. The first Annual Federal Plan for Assistance to Historically Black Colleges developed by the Secretary of Education shall be ready for consideration by the President, the Vice President, and the Cabinet Council on Human Resources not later than March 31, 1982.

Sec. 9. Executive Order No. 12232 of August 8, 1980, is revoked.

THE WHITE HOUSE
September 15, 1981.

Ronald Reagan

[FR Doc. 81-27177
Filed 9-15-81; 1:25 pm]
Billing code 3795-01-M

APPENDIX B
HISTORICALLY BLACK COLLEGES AND UNIVERSITIES

State and Institution	Control/ Highest offering	1980 enrollment		1979 Percent in- State
		Total	Percent Black <u>1/</u>	
ALABAMA (13)				
Alabama Agricultural and Mechanical University, Normal (1875) <u>4/</u>	Public Master's	4,380	78	86
Alabama State University, Montgomery (1874)	Public Master's	4,066	100	88
Concordia College Selma (1922)	Private 2 year	243	100	98
Daniel Payne College, Birmingham (1889)	Private 4 year	-----CLOSED IN 1977-----		
Lawson State Community College, Birmingham (1965)	Public 2 year	1,056	100	78
Lomax-Hannon Junior College, Greenville (1893)	Private 2 year	96	100	100
Miles College, Birmingham (1905)	Private 4 year <u>2/</u>	1,014	100	88
Oakwood College, Huntsville (1876)	Private 4 year	1,303	100	89
S.D. Bishop State Junior College, Mobile (1965)	Public 2 year	1,425	78	68
Selma University, Selma (1878)	Private 2 year	501	100	95
Stillman College Tuscaloosa (1876)	Private 4 year	558	100	97

-----See footnotes at end of table-----

State and Institution	Control/ Highest offering	1980 enrollment			1979
		Total	Percent Black <u>1</u> /	Percent full-time	Percent in- State
Talladega College, Talladega (1867)	Private 4 year	797	99	91	50
Tuskegee Institute, Tuskegee (1881)	Private Master's <u>2</u> /	3,736	97	95	27
ARKANSAS (4)					
Arkansas Baptist College, Little Rock (1901)	Private 4 year	298	96	87	81
Philander Smith College, Little Rock (1877)	Private 4 year	590	99	81	51
Shorter College, Little Rock (1886)	Private 2 year	164	97	98	97
University of Arkansas at Pine Bluff (1873)	Public 4 year	3,064	86	83	82
DELAWARE (1)					
Delaware State College, Dover (1891)	Public 4 year	2,084	65	77	63
DISTRICT OF COLUMBIA (2)					
Howard Univeristy Washington (1867)	Private Doctorate <u>2</u> /	11,321	94	86	15
University of D.C. * (District of Columbia Teachers College) (1851)	Public Master's	13,900	93	29	97
FLORIDA (4)					
Bethune-Cookman College, Daytona Beach (1904)	Private 4 year	1,738	98	92	75

* District of Columbia Teachers College, a TBI, was merged in 1977 with Federal City College and Washington Technical Institute forming the University of D.C.

See footnotes at end of table.

State and Institution	Control/ Highest offering	1980 enrollment			1979
		Total	Percent Black <u>1/</u>	Percent full-time	Percent in- State
Edward Waters College, Jacksonville (1866)	Private 4 year	836	97	87	95
Florida Agricultural and Mechanical University, Tallahassee (1871)	Public Master's <u>2/</u>	5,371	89	85	66
Florida Memorial College, Miami (1879)	Private 4 year	950	66	93	74
GEORGIA (10)					
Albany State College, Albany (1903)	Public 4 year	1,555	93	88	85
Atlanta University, Atlanta (1865)	Private Doctorate	1,371	93	70	26
Clark College, Atlanta (1869)	Private 4 year	2,107	100	97	49
Fort Valley State College, Fort Valley (1895)	Public 4 year	1,814	91	85	88
Interdenominational Theological Center, Atlanta (1958)	Private Doctorate <u>2/</u>	273	95	94	34
Morehouse College, Atlanta (1867)	Private 4 year <u>2/</u>	2,006	99	97	32
Morris Brown College Atlanta (1881)	Private 4 year	1,611	100	97	62
Paine College, Augusta (1882)	Private 4 year	748	97	88	88
Savannah State College, Savannah (1890)	Public Master's	2,110	80	82	87
Spelman College, Atlanta (1881)	Private 4 year	1,366	100	98	31

See footnotes at end of table.

		1980 enrollment			1979
State and Institution	Control/ Highest offering	Total	Percent Black <u>1</u> / Percent full-time	Percent in-State	
KENTUCKY (1)					
Kentucky State University, Frankfort (1886)	Public Master's	2,336	49	51	70
LOUISIANA (6)					
Dillard University New Orleans (1869)	Private 4 year	1,208	100	99	56
Grambling State University, Grambling (1901)	Public Master's	3,549	99	92	72
Southern University Agricultural and Mechanical College, Main Campus, Baton Rouge (1880)	Public 2 year <u>2</u> / Percent full-time	8,372	98	81	70
Southern University, New Orleans (1956)	Public 4 year	2,574	99	77	98
Southern University, Shreveport-Bossier City Campus, Shreveport (1964)	Public 2 year	723	99	83	100
Xavier University of Louisiana, New Orleans (1917)	Private Master's	2,004	94	87	72
MARYLAND (4)					
Bowie State College Bowie (1865)	Public Master's	2,757	65	49	91
Coppin State College, Baltimore (1900)	Public Master's	2,541	95	75	96
Morgan State University, Baltimore (1867)	Public Master's	5,050	94	77	67
University of Maryland - Eastern Shore, Princess Anne (1886)	Public Master's	1,073	77	78	58

See footnotes at end of table.

State and Institution	Control/ Highest offering	1980 enrollment			1979
		Total	Percent Black _1/	Percent full-time	Percent in- State
MISSISSIPPI (11)					
Alcorn State University, Lorman (1871)	Public Master's	2,341	97	87	86
Coahoma Junior College, Clarksdale (1949)	Public 2 year	1,394	95	97	95
Jackson State University, Jackson (1877)	Public Master's	7,099	95	73	78
Mary Holmes College, West Point (1892)	Private 2 year	422	100	96	52
Mississippi Indus- trial College Holly Springs (1905)	Private 4 year	239	99	84	78
Mississippi Valley State University, Itta Bena (1942)	Public Master's	2,564	99	88	83
Natchez Junior College, Natchez (1884)	Private 2 year	(41)*	(100)*	*	*
Prentiss Normal and Industrial Institute, Prentiss (1907)	Private 2 year	146	100	100	87
Rust College, Holly Springs (1866)	Private 4 year	715	100	81	57
Tougaloo College, Tougaloo (1869)	Private 4 year	886	100	90	89
Utica Junior College, Utica (1954)	Public 2 year	1,005	100	98	96
MISSOURI (1)					
Lincoln University, Jefferson City (1866)	Public Master's	2,651	43	65	59

* Not reported/ineligible for HEGIS. Data in parentheses was obtained by telephone.
See footnote at end of table.

State and Institution	Control/ Highest offering	Total	1980 enrollment		1979
			Percent Black _1/	Percent full-time	Percent in- State
NORTH CAROLINA (11)					
Barber-Scotia College, Concord (1867)	Private 4 year	317	100	99	61
Bennett College, Greensboro (1873)	Private 4 year	620	100	98	49
Elizabeth City State University, Elizabeth City (1891)	Public 4 year	1,488	87	88	78
Fayetteville State University, Fayetteville (1877)	Public Master's	2,465	83	85	81
Johnson C. Smith University, Charlotte (1867)	Private 4 year	1,379	100	97	45
Livingstone College, Salisbury (1879)	Private 4 year	879	97	95	45
North Carolina Agricultural and Technical State University, Greensboro (1891)	Public Master's	5,510	90	82	70
North Carolina Central University, Durham (1910)	Public Master's	4,910	89	77	84
Saint Augustine's Colege, Raleigh (1867)	Private 4 year	1,861	100	98	60
Shaw University, Raleigh (1865)	Private 4 year	1,523	98	95	35
Winston-Salem State University, Winston-Salem (1892)	Public 4 year	2,220	86	86	84

State and Institution	Control/ Highest offering	Total	1980 enrollment		1979
			Percent Black <u>1</u> / full-time	Percent in- State	
OHIO (2)					
Central State University, Wilberforce (1887)	Public 4 year	3,031	88	85	64
Wilberforce University, Wilberforce (1856)	Private 4 year	1,082	100	99	25
OKLAHOMA (1)					
Langston University, Langston (1897)	Public 4 year	1,179	79	72	42
PENNSYLVANIA (2)					
Cheyney State College, Cheyney (1837)	Public Master's	2,426	91	83	67
Lincoln University Lincoln (1854)	Public Master's	1,294	91	97	54
SOUTH CAROLINA (8)					
Allen University, Columbia (1870)	Private 4 year	410	100	95	74
Benedict College Columbia (1870)	Private 4 year	1,426	100	98	83
Claflin College, Orangeburg (1894)	Private 4 year	739	100	97	90
Clinton Junior College, Rock Hill (1894)	Private 2 year	116	100	100	66
Friendship College, Rock Hill (1891)	Private 2 year	-----CLOSED IN 1981-----			
Morris College, Sumter (1908)	Private 4 year <u>2</u> / full-time	626	100	95	94
South Carolina State College, Orangeburg (1896)	Public Master's	3,929	95	82	89

State and Institution	Control/ Highest offering	1980 enrollment			1979
		Total	Percent Black <u>1</u> /	Percent full-time	Percent in- State
Voorhees College, Denmark (1897)	Private 4 year	613	99	98	87
TENNESSEE (7)					
Fisk University, Nashville (1867)	Private Master's	1,009	100	98	10-
Knoxville College, Knoxville (1875)	Private 4 year	557	96	89	28
Lane College, Jackson (1882)	Private 4 year	757	100	96	47
LeMoyne-Owen College, Memphis (1862)	Private 4 year	1,063	100	97	98
Meharry Medical College, Nashville (1876)	Private Doctorate <u>2</u> /	817	90	100	33
Morristown College, Morristown	Private 2 year	114	100	100	11
Tennessee State University, Nashville* (1912)	Public Master's.	8,318	67	62	84
TEXAS (9)					
Bishop College, Dallas (1881)	Private 4 year	945	99	93	29
Huston-Tillotson College, Austin (1876)	Private 4 year	692	94	94	47
Jarvis Christian College, Hawkins (1912)	Private 4 year	619	100	98	52
Paul Quinn College, Waco (1872)	Private 4 year	438	98	93	88

* In 1979, the University of Tennessee at Nashville, a predominantly white institution, was merged into Tennessee State University.

See footnotes at end of table.

State and Institution	Control/ Highest offering	1980 enrollment			1979
		Total	Percent Black <u>1</u> /	Percent full-time	Percent in- State
Prairie View Agricultural and Mechanical University, Prairie View (1876)	Public Master's	6,592	92	84	91
Southwestern Christian College, Terrell (1949)	Private 2 year	285	98	95	17
Texas College, Tyler (1894)	Private 4 year	476	100	100	52
Texas Southern University, Houston (1947)	Public Doctorate 2/	8,100	97	77	52
Wiley College Marshall (1873)	Private 4 year	664	100	94	44
VIRGINIA (5)					
Hampton Institute, Hampton (1868)	Private Master's	3,230	97	91	36
Norfolk State University, Norfolk (1935)	Public Master's	7,286	93	79	77
St. Paul's College, Lawrenceville (1888)	Private 4 year	645	100	97	65
The Virginia College Lynchburg (1886)	Private 2 year	-----CLOSED IN 1980-----			
Virginia State University, Petersburg (1882)	Public Master's	4,668	91	78	72
Virginia Union University, Richmond (1865)	Private 4 year <u>2</u> /	1,361	99	92	54

See footnotes at end of table.

State and Institution	Control/ Highest offering	Total	1980 enrollment		1979
			Percent Black <u>1/</u>	Percent full-time	Percent in- State
ADDITIONS:					
Shaw College Detroit, Michigan (1936)	Private 4 year	631	99	<u>3/</u>	<u>3/</u>
College of the Virgin Islands, St. Thomas (1962)	Public Master's	2,148	71	<u>3/</u>	<u>3/</u>

1/ Nonresident aliens, who are not classified by race in HEGIS, are subtracted from enrollment to calculate "percent black."

2/ Also offers first professional program(s).

3/ Data unavailable.

4/ Dates in parentheses denote the year in which the institution was founded.

Appendix C

SURVEY METHODOLOGY AND DEFINITIONS

METHODOLOGY

In the fall of 1981, the Secretary of Education completed a special review of each agency as required by the Executive Order. The review first determined the total number of agencies providing any support for higher education institutions. Once these units were identified, a determination was made of which ones could serve as major sources to provide increased support to Historically Black Colleges and Universities. Information was also obtained from all agencies on barriers that appeared to exist which prevented these institutions from participating equally in Federally supported activities.

The special review also served to alert all Federal agencies to the need to develop the First Annual Plan for submission to the President, to begin to secure data for FY 1981 obligations, and to project FY 1982 expenditures.

The special review determined that 27 agencies provided the majority of Federal assistance to all institutions of higher education. These agencies provide 98 percent of Federal funds that flow to Historically Black Colleges and Universities. On the basis of this determination, the White House Initiative staff designed two data collection instruments to establish accurate information for FY 1981 actual obligations and to secure projected funding patterns for FY 1982 expenditures.

One form requested in-depth information in six general program areas:

- o Research and Development, including science and non-science activities;
- o Program Evaluation;
- o Training;
- o Facilities and Equipment;
- o Fellowships, Traineeships, Recruitments, and Intergovernmental Personnel Act (IPA) exchanges;
- o Student Financial Assistance, Scholarships, and other direct forms of student aid.

Departments and agencies were asked to display data concerning obligations to all institutions, those to Historically Black Colleges and Universities, the percentage of the latter to the former, the goals of individual agencies to meet the requirements of the Executive Order, and implementation strategies for FY 1981 and FY 1982. This material provided the staff with agency profile data.

A second form secured summary program area information on obligations to all institutions and specific data on those funds available to or projected for Historically Black Colleges and Universities. The results of this data-gathering activity are discussed under Findings with an accompanying chart which displays information by agency and by category in Appendix D.

DEFINITION OF TERMS

For the purposes of this Report, the following definitions were used in data-gathering.

- (1) HIGHER EDUCATION INSTITUTIONS: Any institution of higher education in the United States and territories that offers at least two years of college-level studies. Institutions to be included in the definition are listed in the Education Directory published annually by the National Center for Education Statistics. Approximately 3,300 institutions qualify under the definition.
- (2) HISTORICALLY BLACK COLLEGES AND UNIVERSITIES: Those institutions of postsecondary education that were originally founded or whose antecedents were originally founded for the purpose of providing educational opportunities for individuals of the "Negro or Coloured" race, and which continue to have as one of their primary purposes the provision of postsecondary opportunities for Black Americans.
- (3) RESEARCH AND DEVELOPMENT: This area is broken down into science and non-science categories. Science research and development is defined as studies, observation and other activities based on observation, identification, description, experimental investigation, and theoretical explanation of biological phenomena; non-science research and development is defined as studies and other activities based on observation, identification, experimental investigation, and explanation of social and behavioral phenomena.
- (4) PROGRAM EVALUATION: Funded department or agency assessments of its programs and activities.
- (5) TRAINING: Utilization of professional educational personnel to prepare agency personnel for appropriate knowledge and application of the agency's mission(s) and function(s).
- (6) FACILITIES AND EQUIPMENT: Disbursements for direct, indirect, incidental or related costs resulting from or necessary to the construction of, acquisition of, major repairs to, or alterations in structures, works, facilities or land for college use.
- (7) FELLOWSHIPS, TRAINEESHIPS, RECRUITMENTS AND IPAS: This includes, but is not limited to, IPAs, cooperative education, faculty and student internships, visiting professors, management interns, and summer faculty research for which the institutions or clientele of the institutions receive some direct benefit. The category also includes the hiring of individuals for the review of proposals and program applications.
- (8) STUDENT TUITION ASSISTANCE, SCHOLARSHIPS AND OTHER AID: Federal funds obligated to a college or university, or individual for payment to students or for payment of student charges (e.g., tuition, room and board.)

Sources: White House Initiative on Historically Black Colleges and Universities, Instructions and Guidelines, December 17, 1981: Instructions and Guidelines for Development of Agency Annual Plans for Fiscal Year 1982, pages 3-6.

APPENDIX D

SURVEY OF FINDINGS BETWEEN FY 1981 ACTUAL SUPPORT
AND FY 1982 ESTIMATED SUPPORT BASED ON AGENCY SUBMISSIONS

Institutions of higher education received \$10,074,953,000 in Federal support in FY 1981. Based on current FY 1982 appropriation levels there will be \$9,629,513,000 available for obligation during the current year. This represents a decrease of \$445,440 or 4.4 percent.

In FY 1981, Historically Black Colleges and Universities received 5.4 percent of the available funds, or \$544,794,000. In FY 1982, they are projected to receive \$546,911,000, which represents an estimated increase of 0.4 percent in funds and 0.3 percent in funding share (5.7 percent of the total).

Table A shows agencies estimating increased dollar funding in FY 1982 over FY 1981.

TABLE A: Number and percent increase in funding levels to Historically Black Colleges and Universities: FY 1981 actual versus FY 1982 estimates.

AGENCY	FY 1981	FY 1982	DOLLAR	PERCENT
<u>CABINET DEPARTMENTS</u>				
AGRICULTURE	\$34,036,000	\$38,320,000	\$4,284,000	13%
DEFENSE	6,189,000	6,688,000	499,000	8%
EDUCATION	416,920,000	424,138,000	7,218,000	2%
HOUSING AND URBAN DEVELOPMENT	375,000	771,000	396,000	106%
JUSTICE	142,000	250,000	108,000	76%
TRANSPORTATION	712,000	1,839,000	1,127,000	158%
TREASURY	0	200,000	200,000	
<u>INDEPENDENT AGENCIES</u>				
AGENCY FOR INTER- NATIONAL DEVELOP MENT	1,435,000	4,000,000	2,565,000	179%
APPALACHIAN REGIONAL COMMISSION	124,000	189,000	65,000	52%
CENTRAL INTELLIGENCE AGENCY	192,000	363,000	171,000	89%

AGENCY	FY 1981	FY 1982	DOLLAR	PERCENT
ENVIRONMENTAL PROTECTION AGENCY	1,114,000	1,124,000	10,000	1%
INTERNATIONAL COMMUNICATION AGENCY	412,000	415,000	3,000	1%
SMALL BUSINESS ADMINISTRATION	375,000	400,1000	25,000	7%
VETERANS ADMINISTRATION	305,000	1,259,000	954,000	313%

Table B shows those agencies reporting decreased dollar funding in FY 1982 from FY 1981.

TABLE B: Number and percent decrease in funding levels to Historically Black Colleges and Universities: FY 1981 actual versus FY 1982 estimates.

AGENCY	FY 1981	FY 1982	DOLLAR	PERCENT
<u>CABINET AGENCIES</u>				
COMMERCE	\$354,000	\$323,000	31,000	9%
ENERGY	2,790,000	1,707,000	1,083,000	39%
HEALTH AND HUMAN SERVICES	62,191,000	52,270,000	9,921,000	16%
LABOR	6,482,000	3,273,000	3,209,000	50%
<u>INDEPENDENT AGENCIES</u>				
NATIONAL SCIENCE FOUNDATION	4,490,000	3,230,000	1,260,000	28%
NUCLEAR REGULATORY COMMISSION	88,000	84,000	4,000	5%

Four agencies, -- the Department of State, the Department of the Interior, the National Aeronautics and Space Administration, and the National Credit Union Administration -- report level funding for both years.

The National Endowment for the Humanities notes that all programs are geared toward unsolicited proposals. There is, therefore, no way of predicting in advance how much support will be given to Historically Black Colleges and Universities. In FY 1981, NEH provided \$1,063,000 in funds to Historically Black Colleges and Universities. Based on historical funding patterns, there is a reasonable expectation that FY 1982 funding will be comparable to FY 1981 funding.

The National Endowment for the Arts by legislative mandate makes block matching grants on an equal basis to all fifty States and other jurisdictions. To receive any assistance that may come from the Endowment indirectly through the respective State Art Agency, Historically Black Colleges and Universities must make application to the State Council or Commission on the Arts in which they are located. The charter, legislation, and policies of each State Art Agency prevail in the application procedures used to determine grants and awards at the State level, although each State presents a plan for Endowment approval with its application for the block grant. Most of the projects are approved by State Endowment panels and the National Council on the Arts.

**FUNDING SUMMARY: ALL INSTITUTIONS AND HISTORICALLY
BLACK COLLEGES AND UNIVERSITIES, FY 1981 AND FY 1982**

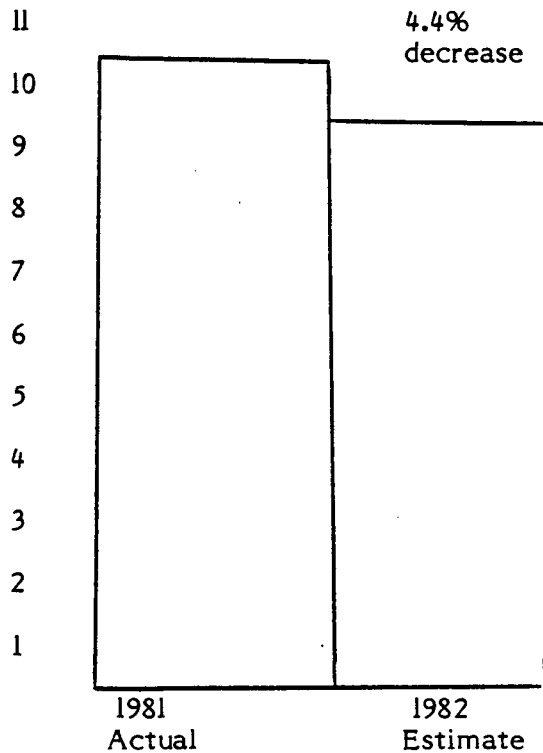
(\$ in 000's)

	1981	1982 (1)	Difference	Percent Change
Funds to Institutions of Higher Education	\$10,074,953	\$9,629,513	-\$445,440	-4.4%
Funds to Historically Black Colleges and Universities	544,794	546,911	+\$2,117	+0.4%
Percentage of funds to Historically Black Colleges and Universities	5.4%	5.7%	+0.3%	

(1) 1982 figures are estimates only.

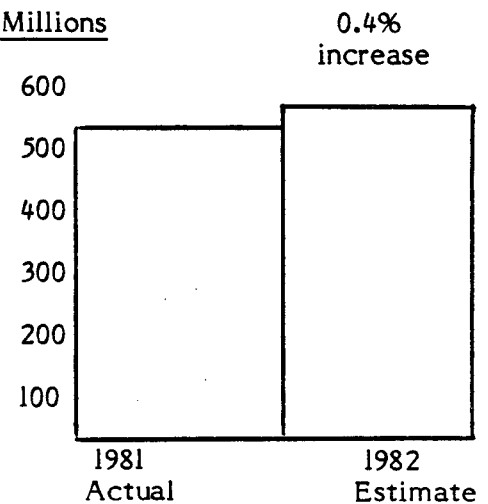
ALL HIGHER EDUCATION INSTITUTIONS

Billions



HISTORICALLY BLACK COLLEGES
AND UNIVERSITIES

Millions



A DESCRIPTION OF OTHER KINDS OF SUPPORT ACTIVITIES FOR
HISTORICALLY BLACK COLLEGES AND UNIVERSITIES NOT ASSOCIATED
WITH SPECIFIC FUNDING LEGISLATION

Many Federal departments and agencies reported significant and non-quantifiable kinds of support of great importance in implementing the Executive Order. Some examples will indicate the range and depth of this kind of important liaison activity:

- o The National Center for Education Statistics is compiling a comprehensive statistical report on the establishment, growth, operation and participation of Historically Black Colleges and Universities in Federal programs. This report is scheduled for a June 1982 publication.
- o The National Science Foundation has prepared, as a part of its Minority Research Initiative, a Directory of Black Scientists who can serve as review candidates to evaluate proposals in scientific areas.
- o The White House Initiative staff is supported from non-programmatic Department of Education funds with an annual budget of \$501,800 for FY 1981 and FY 1982.
- o The National Science Foundation has plans to bring together all agencies and departments with strong research and development funds, such as the Departments of Defense, Energy, and Agriculture, and the Nuclear Regulatory Commission, to identify potential strategies to increase the participation of Historically Black Colleges and Universities in research and development activities.

APPENDIX E

PAGE 1 of 9 Pages

AGENCY FUNDING (\$ IN 000'S)

NOTE: 1982 FIGURES ARE ESTIMATES.

	RESEARCH & DEVELOPMENT-- SCIENCE	RESEARCH & DEVELOPMENT-- NON-SCIENCE	PROGRAM EVALUATION	TRAINING	FACILITIES & EQUIPMENT	FELLOWSHIPS TRAINEESHIPS RECRUITMENTS & IPA'S	STUDENT TUITION ASSISTANCE, SCHOLAR- SHIPS & AID	TOTAL
DEPARTMENT OF AGRICULTURE								
1981 Funds to HEI	\$ 555,077	\$ 4,350	\$ 224	\$ 10,739	\$ 6	\$ 34,880	\$ 2,299	\$ 607,575
1981 Funds to HBCU	31,343	42	224	654	6	941	826	34,036
% Funds to HBCU	5.6%	1.0%	100%	6.1%	100%	2.7%	35.9%	5.6%
1982 Funds to HEI	\$ 589,221	\$ 3,652	\$ 196	\$ 11,018	\$ 6	\$ 33,440	\$ 2,299	\$ 639,832
1982 Funds to HBCU	35,315	49	196	756	6	1,172	826	38,320
% Funds to HBCU	6.0%	1.3%	100%	6.9%	100%	3.5%	35.9%	6.0%
DEPARTMENT OF COMMERCE								
1981 Funds to HEI	\$ 66,900	\$ -0-	\$ -0-	\$ -0-	\$ 4,300	\$ 4,300	\$ -0-	\$ 75,500
1981 Funds to HBCU	136	-0-	-0-	-0-	-0-	218	-0-	354
% Funds to HBCU	0.2%				0.0%	5.1%		0.5%
1982 Funds to HEI	\$ 17,500	\$ -0-	\$ -0-	\$ -0-	\$ 4,068	\$ 3,898	\$ -0-	\$ 25,466
1982 Funds to HBCU	87	-0-	-0-	-0-	-0-	236	-0-	323
% Funds to HBCU	0.5%				0.0%	6.1%		1.3%
DEPARTMENT OF DEFENSE								
1981 Funds to HEI	\$ 258,000	\$ 300	\$ -0-	\$ 212,092	\$ 20,640	\$ -0-	\$ -0-	\$ 491,032
1981 Funds to HBCU	3,971	300	-0-	1,200	718	-0-	-0-	6,189
% Funds to HBCU	1.5%	100%		0.6%	3.5%			1.3%
1982 Funds to HEI	\$ 300,000	\$ 130	\$ -0-	\$ 228,426	\$ 24,000	\$ -0-	\$ -0-	\$ 552,556
1982 Funds to HBCU	4,413	130	-0-	1,292	853	-0-	-0-	6,688
% Funds to HBCU	1.5%	100%		0.6%	3.6%			1.2%

Page 2 of 9 Pages

AGENCY FUNDING (\$ IN 000'S)

NOTE: 1982 FIGURES ARE ESTIMATES.

	RESEARCH & DEVELOPMENT--SCIENCE	RESEARCH & DEVELOPMENT--NON-SCIENCE	PROGRAM EVALUATION	TRAINING	FACILITIES & EQUIPMENT	FELLOWSHIPS TRAINEESHIPS RECRUITMENTS & IPA'S	STUDENT TUITION ASSISTANCE, SCHOLARSHIPS & AID	TOTAL
DEPARTMENT OF EDUCATION								
1981 Funds to HEI	\$ 103,156	\$ 373,106	\$ -0-	\$ 326,729	\$ 87,399	\$ 16,891	\$ 3,373,600	\$4,280,881
1981 Funds to HBCU	26,178	148,713	-0-	24,819	23,215	995	193,000	416,920
% Funds to HBCU	25.4%	39.9%		8%	26.6%	6%	6%	9.7%
1982 Funds to HEI	\$ 80,856	\$ 346,109	\$ -0-	\$ 281,580	\$ 75,280	\$ 14,312	\$ 3,222,500	\$4,020,637
1982 Funds to HBCU	25,406	177,157	-0-	20,979	6,903	993	192,700	424,138
% Funds to HBCU	31.4%	51.2%		7%	9%	7%	6%	10.5%
DEPARTMENT OF ENERGY								
1981 Funds to HEI	\$ 385,840	\$ 20,378	\$ 146	\$ 2,582	\$ 59,325	\$ 634	\$ 210	\$ 469,115
1981 Funds to HBCU	1,537	462	-0-	108	657	4	22	2,790
% Funds to HBCU	0.4%	2.3%	0%	4.2%	1.1%	0.6%	10.5%	0.6%
1982 Funds to HEI	\$ 301,364	\$ 7,458	\$ 100	\$ 260	\$ 100	\$ 513	\$ 225	\$ 310,020
1982 Funds to HBCU	1,419	235	-0-	-0-	-0-	10	43	1,707
% Funds to HBCU	0.5%	3.2%	0%	0%	0%	1.9%	10.5%	0.6%
DEPARTMENT OF HEALTH AND HUMAN SERVICES								
1981 Funds to HEI	\$2,143,368	\$ 21,061	\$ 1,198	\$ 14,202	\$ 8,300	\$ 585,665	\$ -0-	\$2,773,794
1981 Funds to HBCU	21,869	903	206	1,923	5,858	31,432	-0-	62,191
% Funds to HBCU	1.0%	4.3%	17.2%	13.5%	70.6%	5.4%		2.2%
1982 Funds to HEI	\$2,154,722	\$ 500	\$ 1,028	\$ 2,600	\$ 37,900	\$ 482,226	\$ -0-	\$2,678,976
1982 Funds to HBCU	22,388	150	128	458	850	28,296	-0-	52,270
% Funds to HBCU	1.0%	30.0%	17.2%	17.6%	2.2%	5.9%		2.0%

AGENCY FUNDING (\$ IN 000'S)

NOTE: 1982 FIGURES ARE ESTIMATES.

	RESEARCH & DEVELOPMENT-- SCIENCE	RESEARCH & DEVELOPMENT-- NON-SCIENCE	PROGRAM EVALUATION	TRAINING	FACILITIES & EQUIPMENT	FELLOWSHIPS TRAINEESHIPS RECRUITMENTS & IPA'S	STUDENT TUITION ASSISTANCE, SCHOLAR- SHIPS & AID	TOTAL
DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT								
1981 Funds to HEI	\$ -0-	\$ 3,424	\$ -0-	\$ -0-	\$ -0-	\$ 193	\$ 1,674	\$ 5,201
1981 Funds to HBCU	\$ -0-	117	-0-	-0-	-0-	41	217	375
% Funds to HBCU		3.4%				21.2%	13.0%	7.1%
1982 Funds to HEI	\$ -0-	\$ 3,424	\$ -0-	\$ 40	\$ -0-	\$ 22	\$ 2,000	\$ 5,486
1982 Funds to HBCU	\$ -0-	450	-0-	40	-0-	22	259	771
% Funds to HBCU		13.1%		100%		100%	13.0%	14.1%
DEPARTMENT OF INTERIOR								
1981 Funds to HEI	\$ 67,354	\$ -0-	\$ -0-	\$ 7	\$ -0-	\$ 1,233	\$ -0-	\$ 68,594
1981 Funds to HBCU	1,022	-0-	-0-	-0-	-0-	118	-0-	1,140
% Funds to HBCU	1.5%			0.0%		9.6%		1.7%
1982 Funds to HEI	\$ 67,354	\$ -0-	\$ -0-	\$ 7	\$ -0-	\$ 1,233	\$ -0-	\$ 68,594 (1)
1982 Funds to HBCU	1,002	-0-	-0-	-0-	-0-	118	-0-	1,140
% Funds to HBCU	1.5%			0.0%		9.6%		1.7%
DEPARTMENT OF LABOR								
1981 Funds to HEI	\$ -0-	\$ 6,046	\$ 161	\$ 15,883	\$ 6,547	\$ -0-	\$ -0-	\$ 28,637
1981 Funds to HBCU	\$ -0-	2,715	-0-	1,892	1,875	-0-	-0-	6,482
% Funds to HBCU		44.9%	0.0%	11.9%	28.6%			22.6%
1982 Funds to HEI	\$ -0-	\$ 262	\$ -0-	\$ 6,650	\$ 6,209	\$ -0-	\$ -0-	\$ 13,121
1982 Funds to HBCU	\$ -0-	-0-	-0-	870	2,403	-0-	-0-	3,273
% Funds to HBCU		0.0%		13.1%	38.7%			24.9%

(1) While funding levels have been reduced throughout Department of Interior programs, the impact the reductions will have on grants and contracts let to institutions of higher education is unknown at this time. Agency projections are at the same level as FY 1981.

AGENCY FUNDING (\$ IN 000'S)

NOTE: 1982 FIGURES ARE ESTIMATES.

	RESEARCH & DEVELOPMENT-- SCIENCE	RESEARCH & DEVELOPMENT-- NON-SCIENCE	PROGRAM EVALUATION	TRAINING	FACILITIES & EQUIPMENT	FELLOWSHIPS TRAINEESHIPS RECRUITMENTS & IPA'S	STUDENT TUITION ASSISTANCE, SCHOLAR- SHIPS & AID	TOTAL
DEPARTMENT OF STATE								
1981 Funds to HEI	\$ -0-	\$ 32	\$ -0-	\$ 412	\$ -0-	\$ -0-	\$ -0-	\$ 444
1981 Funds to HBCU	\$ -0-	\$ -0-	\$ -0-	52	-0-	-0-	-0-	52
% Funds to HBCU		0.0%		12.6%				11.7%
1982 Funds to HEI	\$ -0-	\$ -0-	\$ -0-	\$ 487	\$ -0-	\$ -0-	\$ -0-	\$ 487
1982 Funds to HBCU	\$ -0-	\$ -0-	\$ -0-	52	-0-	-0-	-0-	52
% Funds to HBCU				10.7%				10.7%
DEPARTMENT OF TRANSPORTATION								
1981 Funds to HEI	\$ 16,916	\$ 4,640	\$ 310	\$ 3,266	\$ 4	\$ 1,515	\$ 718	\$ 27,369
1981 Funds to HBCU	177	307	-0-	124	-0-	92	12	712
% Funds to HBCU	1.0%	6.6%	0.0%	3.8%	0.0%	6.1%	1.7%	2.6%
1982 Funds to HEI	\$ 5,883	\$ 4,529	\$ 510	\$ 2,797	\$ 3	\$ 1,299	\$ 671	\$ 15,692
1982 Funds to HBCU	200	900	500	100	1	103	35	1,839
% Funds to HBCU	3.4%	19.9%	98.0%	3.6%	33.3%	7.9%	5.2%	11.7%
DEPARTMENT OF TREASURY								
1981 Funds to HEI	\$ -0-	\$ -0-	\$ -0-	\$ 32	\$ -0-	\$ -0-	\$ -0-	\$ 32
1981 Funds to HBCU	\$ -0-	\$ -0-	\$ -0-	-0-	-0-	-0-	-0-	-0-
% Funds to HBCU				0.0%				0.0%
1982 Funds to HEI	\$ -0-	\$ -0-	\$ -0-	\$ 266	\$ -0-	\$ -0-	\$ -0-	\$ 266
1982 Funds to HBCU	\$ -0-	\$ -0-	\$ -0-	200	-0-	-0-	-0-	200
% Funds to HBCU				75.2%				75.2%

AGENCY FUNDING (\$ IN 000'S)

NOTE: 1982 FIGURES ARE ESTIMATES.

	RESEARCH & DEVELOPMENT-- SCIENCE	RESEARCH & DEVELOPMENT-- NON-SCIENCE	PROGRAM EVALUATION	TRAINING	FACILITIES & EQUIPMENT	FELLOWSHIPS TRAINEESHIPS RECRUITMENTS & IPA'S	STUDENT TUITION ASSISTANCE, SCHOLAR- SHIPS & AID	TOTAL
AGENCY FOR INTERNATIONAL DEVELOPMENT								
1981 Funds to HEI	\$ 78,312	\$ -0-	\$ -0-	\$ -0-	\$ -0-	\$ 885	\$ -0-	\$ 79,197
1981 Funds to HBCU	1,370	-0-	-0-	-0-	-0-	65	-0-	1,435
% Funds to HBCU	1.7%					7.3%		1.8%
1982 Funds to HEI	\$ 78,978	\$ -0-	\$ -0-	\$ -0-	\$ -0-	\$ 1,022	\$ -0-	\$ 80,000
1982 Funds to HBCU	3,865	-0-	-0-	-0-	-0-	135	-0-	4,000
% Funds to HBCU	4.9%					13.2%		5.0%
APPALACHIAN REGIONAL COMMISSION								
1981 Funds to HEI	\$ -0-	\$ -0-	\$ -0-	\$ 604	\$ 286	\$ -0-	\$ -0-	\$ 890
1981 Funds to HBCU	-0-	-0-	-0-	88	36	-0-	-0-	124
% Funds to HBCU				14.6%	12.6%			13.9%
1982 Funds to HEI	\$ -0-	\$ -0-	\$ -0-	\$ -0-	\$ 789	\$ -0-	\$ -0-	\$ 789
1982 Funds to HBCU	-0-	-0-	-0-	-0-	189	-0-	-0-	189
% Funds to HBCU					24.0%			24.0%
CENTRAL INTELLIGENCE AGENCY								
1981 Funds to HEI	\$ -0-	\$ 45	\$ -0-	\$ -0-	\$ -0-	\$ 669	\$ -0-	\$ 714
1981 Funds to HBCU	-0-	45	-0-	-0-	-0-	147	-0-	192
% Funds to HBCU		100%				22.0%		26.9%
1982 Funds to HEI	\$ -0-	\$ 53	\$ -0-	\$ -0-	\$ -0-	\$ 880	\$ -0-	\$ 933
1981 Funds to HBCU	-0-	53	-0-	-0-	-0-	310	-0-	363
% Funds to HBCU		100%				35.2%		38.9%

Page 6 of 9 Pages

AGENCY FUNDING (\$ IN 000'S)

NOTE: 1982 FIGURES ARE ESTIMATES.

	RESEARCH & DEVELOPMENT-- SCIENCE	RESEARCH & DEVELOPMENT-- NON-SCIENCE	PROGRAM EVALUATION	TRAINING	FACILITIES & EQUIPMENT	FELLOWSHIP'S TRAINEESHIPS RECRUITMENTS & IPA'S	STUDENT TUITION ASSISTANCE, SCHOLAR- SHIPS & AID	TOTAL
ENVIRONMENTAL PROTECTION AGENCY								
1981 Funds to HEI	\$ 75,509	\$ -0-	\$ -0-	\$ 450	\$ -0-	\$ 181	\$ -0-	\$ 76,140
1981 Funds to HBCU	1,102	-0-	-0-	2	-0-	10	-0-	1,114
% Funds to HBCU	1.5%			0.4%		5.5%		1.5%
1982 Funds to HEI	\$ 70,955	\$ -0-	\$ -0-	\$ 153	\$ -0-	\$ 702	\$ -0-	\$ 71,810
1982 Funds to HBCU	1,000	-0-	-0-	2	-0-	122	-0-	1,124
% Funds to HBCU	2.0%			1.3%		17.4%		1.6%
EQUAL EMPLOYMENT OPPORTUNITY COMMISSION								
1981 Funds to HEI	\$ -0-	\$ 115	\$ -0-	\$ -0-	\$ -0-	\$ 22	\$ -0-	\$ 137
1981 Funds to HBCU	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
% Funds to HBCU		0.0%				0.0%		0.0%
1982 Funds to HEI	\$ -0-	\$ 115	\$ -0-	\$ -0-	\$ -0-	\$ 22	\$ -0-	\$ 137
1982 Funds to HBCU	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
% Funds to HBCU		0.0%				0.0%		0.0%
INTERNATIONAL COMMUNICATION AGENCY								
1981 Funds to HEI	\$ -0-	\$ 2,981	\$ -0-	\$ -0-	\$ -0-	\$ 3,964	\$ -0-	\$ 6,945
1981 Funds to HBCU	-0-	350	-0-	-0-	-0-	62	-0-	412
% Funds to HBCU		11.7%				1.6%		5.9%
1982 Funds to HEI	\$ -0-	\$ 2,683	\$ -0-	\$ -0-	\$ -0-	\$ 4,600	\$ -0-	\$ 7,283
1982 Funds to HBCU	-0-	315	-0-	-0-	-0-	100	-0-	415
% Funds to HBCU		11.7%				2.2%		5.7%

Page 7 of 9 Pages

AGENCY FUNDING (\$ IN 000'S)

NOTE: 1982 FIGURES ARE ESTIMATES.

	RESEARCH & DEVELOPMENT--SCIENCE	RESEARCH & DEVELOPMENT--NON-SCIENCE	PROGRAM EVALUATION	TRAINING	FACILITIES & EQUIPMENT	FELLOWSHIPS, TRAINEESHIPS, RECRUITMENT'S & IPA'S	STUDENT TUITION ASSISTANCE, SCHOLARSHIPS & AID	TOTAL
NATIONAL AERONAUTICS & SPACE ADMINISTRATION								
1981 Funds to HEI	\$ 181,088	\$ -0-	\$ -0-	\$ 3,089	\$ -0-	\$ 7,599	\$ 168	\$191,944
1981 Funds to HBCU	3,553	-0-	-0-	175	-0-	72	-0-	3,800
% Funds to HBCU	2.0%			5.7%		0.9%	0.0%	2.0%
1982 Funds to HEI	\$ 180,423	\$ -0-	\$ -0-	\$ 2,848	\$ -0-	\$ 8,425	\$ 168	\$191,864
1982 Funds to HBCU	3,068	-0-	-0-	175	-0-	557	-0-	3,800
% Funds to HBCU	1.7%			6.1%		6.6%	0.0%	2.0%
NATIONAL CREDIT UNION ASSOCIATION								
1981 Funds to HEI	\$ -0-	\$ -0-	\$ -0-	\$ -0-	\$ -0-	\$ 13	\$ -0-	\$ 13
1981 Funds to HBCU	-0-	-0-	-0-	-0-	-0-	13	-0-	13
% Funds to HBCU						100%		100%
1982 Funds to HEI	\$ -0-	\$ -0-	\$ -0-	\$ -0-	\$ -0-	\$ 13	\$ -0-	\$ 13
1982 Funds to HBCU	-0-	-0-	-0-	-0-	-0-	13	-0-	13
% Funds to HBCU						100%		100%
NATIONAL ENDOWMENT FOR THE HUMANITIES								
1981 Funds to HEI	\$ -0-	\$ 42,512	\$ -0-	\$ -0-	\$ 15,276	\$ -0-	\$ -0-	\$ 57,788
1981 Funds to HBCU	-0-	923	-0-	-0-	140	-0-	-0-	1,063
% Funds to HBCU		2.2%			0.9%			1.8%
1982 Funds to HEI	\$ -0-	\$ 42,512	\$ -0-	\$ -0-	\$ 15,276	\$ -0-	\$ -0-	\$ 57,788
1982 Funds to HBCU	-0-	923	-0-	-0-	140	-0-	-0-	1,063
% Funds to HBCU		2.2%			0.9%			1.8%

AGENCY FUNDING (\$ IN 000'S)

NOTE: 1982 FIGURES ARE ESTIMATES.

	RESEARCH & DEVELOPMENT--SCIENCE	RESEARCH & DEVELOPMENT--NON-SCIENCE	PROGRAM EVALUATION	TRAINING	FACILITIES & EQUIPMENT	FELLOWSHIPS, TRAINEESHIPS, RECRUITMENTS & IPA'S	STUDENT TUITION ASSISTANCE, SCHOLARSHIPS & AID	TOTAL
NATIONAL SCIENCE FOUNDATION								
1981 Funds to HEI	\$ 704,360	\$ 52,260	\$ -0-	\$ -0-	\$ -0-	\$ 14,300	\$ -0-	\$ 770,920
1981 Funds to HBCU	3,430	120	-0-	-0-	-0-	940	-0-	4,490
% Funds to HBCU	0.5%	0.2%				6.6%		0.6%
1982 Funds to HEI	\$ 670,900	\$ 49,400	\$ -0-	\$ -0-	\$ -0-	\$ 13,600	\$ -0-	\$ 733,900
1982 Funds to HBCU	2,240	110	-0-	-0-	-0-	880	-0-	3,230
% Funds to HBCU	0.3%	0.2%				6.5%		0.4%
NUCLEAR REGULATORY COMMISSION								
1981 Funds to HEI	\$ 868	\$ -0-	\$ -0-	\$ 219	\$ -0-	\$ 17	\$ -0-	\$ 1,104
1981 Funds to HBCU	84	-0-	-0-	-0-	-0-	4	-0-	88
% Funds to HBCU	9.7%			0.0%		23.5%		8.0%
1982 Funds to HEI	\$ 500	\$ -0-	\$ -0-	\$ 236	\$ -0-	\$ 12	\$ -0-	\$ 748
1982 Funds to HBCU	80	-0-	-0-	1	-0-	3	-0-	84
% Funds to HBCU	16.0%			0.4%		25.0%		11.2%
VETERANS ADMINISTRATION								
1981 Funds to HEI	\$ 1,934	\$ 36,967	\$ -0-	\$ 1,070	\$ -0-	\$ 741	\$ 4,900	\$ 45,612
1981 Funds to HBCU	-0-	211	-0-	-0-	-0-	25	69	305
% Funds to HBCU	0.0%	0.6%		0.0%		3.4%	1.4%	0.7%
1982 Funds to HEI	\$ 1,680	\$ 22,005	\$ -0-	\$ 96,500	\$ -0-	\$ -0-	\$ 4,300	\$ 124,485
1982 Funds to HBCU	-0-	-0-	-0-	1,200	-0-	-0-	59	1,259
% Funds to HBCU	0.0%	0.0%		1.2%			1.4%	1.0%

Page 9 of 9 Pages

AGENCY FUNDING (\$ IN 000'S)

NOTE: 1982 FIGURES ARE ESTIMATES.

	RESEARCH & DEVELOPMENT--SCIENCE	RESEARCH & DEVELOPMENT--NON-SCIENCE	PROGRAM EVALUATION	TRAINING	FACILITIES & EQUIPMENT	FELLOWSHIPS, TRAINEESHIPS, RECRUITMENTS & IPA'S	STUDENT TUITION ASSISTANCE, SCHOLARSHIPS & AID	TOTAL
DEPARTMENT OF JUSTICE								
1981 Funds to HEI	\$ -0-	\$ 5,151	\$ 424	\$ -0-	\$ -0-	\$ 143	\$ -0-	\$5,718
1981 Funds to HBCU	-0-	142	-0-	-0-	-0-	-0-	-0-	142
% Funds to HBCU		2.8%	0%			0%		2.5%
1982 Funds to HEI	\$ -0-	\$ 18,300	\$ 200	\$ -0-	\$ -0-	\$ 130	\$ -0-	\$18,630
1982 Funds to HBCU	-0-	250	-0-	-0-	-0-	-0-	-0-	250
% Funds to HBCU		1.4%	0.0%			0.0%		1.3%
SMALL BUSINESS								
ADMINISTRATION								
1981 Funds to HEI	\$ -0-	\$ -0-	\$ -0-	\$ -0-	\$ -0-	\$ 9,567	\$ -0-	\$9,567
1981 Funds to HBCU	-0-	-0-	-0-	-0-	-0-	375	-0-	375
% Funds to HBCU						3.9%		3.9%
1982 Funds to HEI	\$ -0-	\$ -0-	\$ -0-	\$ -0-	\$ -0-	\$ 10,000	\$ -0-	\$10,000
1982 Funds to HBCU	-0-	-0-	-0-	-0-	-0-	400	-0-	400
% Funds to HBCU						4%		4%
TOTALS								
1981 Funds to HEI	\$4,638,682	\$573,368	\$2,463	\$591,376	\$202,083	\$683,412	\$3,383,569	\$10,074,953
1981 Funds to HBCU	95,772	155,350	430	31,037	32,505	35,554	194,146	544,794
% Funds to HBCU	2.1%	27.1%	17.5%	5.2%	16.1%	5.2%	5.7%	5.4%
1982 Funds to HEI	\$4,520,336	501,132	\$2,034	\$633,868	\$163,631	\$576,349	\$3,232,163	\$9,629,513
1982 Funds to HBCU	100,503	180,722	824	26,125	11,345	33,470	193,922	546,911
% Funds to HBCU	2.2%	36.1%	40.5%	4.1%	6.9%	5.8%	6.0%	5.7%

Appendix F.

WHITE HOUSE INITIATIVE STAFF CALENDAR OF REPORTING ACTIVITIES

<u>TIME LINE</u>	<u>REPORTING ACTIVITY</u>
July 15, 1982	Report of Mid-Year Progress by Agencies on FY 1982 Estimates
December 1, 1982	Report of Agency Performance for FY 1982 by Actual Dollars
January 15, 1983	Report of Second Annual Agency Plans as Estimated for FY 1983
February 20, 1983	Draft of Second Annual Federal Plan Forwarded to Historically Black Colleges and Universities for Comments
March 15, 1983	Comments Returned
March 30, 1983	Second Annual Federal Plan Transmitted to White House
July 15, 1983	Report of Mid-Year Progress by Agencies on FY 1983 Estimates
December 1, 1983	Report of Agency Performance for FY 1983 by Actual Dollars